



ASSESSMENT OF THE MANAGEMENT OF BUSINESS TEACHER EDUCATION IN COLLEGES OF EDUCATION IN THE SOUTH-EAST ZONE OF NIGERIA

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Abstract

This paper focused on the assessment of the management of business teacher education in colleges of education in the South East zone of Nigeria. Two research questions were generated and two hypotheses were formulated to guide the study. The study adopted a survey research design. The study area is South East Nigeria. The population of the study comprised 132 lecturers from the seven federal and state owned Colleges of Education in the South East zone. The whole population was studied because it is manageable. A four-point scale questionnaire was developed by the researcher to enable her collect data for the study. One hundred and thirty two (132) copies of the instrument were printed after validation and subsequently distributed to the 132 respondents used for the study. All the 132 copies were personally administered to the respondents, completed, retrieve by hand and were used in the analysis. The items with regards to the research questions were analyzed using mean and standard deviation while null hypotheses were tested at 0.05 level of significance, using t-test statistic. The results showed that criteria such as seniority, length of service, experience, training in management, hard work, dedication, specialization in business education and integrity of the lecturer are the best criteria for appointing heads of department of business teacher education and that the level of supervision of instructions by heads of department of business teacher education and that the level of supervision of instructions by heads of department of business teacher education is inadequate. Based on the findings of the study, the researcher concluded that business teacher education in colleges of education in the South East Zone of Nigeria is yet to receive effective and adequate management. The researcher therefore recommended that experienced, dedicated and specialist in business education should be appointed as heads of department by management of institutions.

Keyword: *Assessment, management, business teacher education, College of Education.*



Introduction

Management is a universal activity because it is found in all types, functions and levels of organization. A manager therefore is responsible for the organizing, planning, co-coordinating and controlling of all activities in the organization. He develops goals and policies, implements, procures and manages resources and evaluates effectiveness and efficiency. A manager seeks to convert various resources people, machine, money and materials into a useful enterprise. He mobilizes the required means of production, coordinates activities both within the enterprise and with the outside world, and inspires people who are associated with the enterprise to work towards common objectives.

Management function then, is to blend an effective way people, material, money, methods, machines and morale to achieve the goals of a firm, organization and institution. Though the word management is often connected with profit-making organizations, yet it is used to connect educational policy makers, such as the ministers, commissioners and directors of education. Whereas the word administrator is used to connect headmasters, headmistresses, principals, head of institutions (Vice Chancellors, Rectors, Provost, Heads of Departments, Dean of Studies and Teachers). For the purpose of this study therefore the two terms management and administration were used interchangeably.

It is worth noting that the success of any educational programme is dependent on the manager of such programme. As a result of this, the need for effective management of business teacher education cannot be over emphasized. When an administrator cannot administer effectively, all efforts of the government to ensure that educational standard meets world's standard become jeopardized. Since the task of the administrator is to plan strategies for the effective attainment of the specific goals of education, it is therefore necessary that the administrator of any educational programme be one who has background knowledge of such programme. He should be a specialist in that field he is administering. It is only when he understands the programme that he can make positive impact that will assist in the actualization of the objectives of such programme.

There has been much discussion on who should manage, administer and supervise business education. Effective implementation of business teacher education has been affected not only by management of education at the top (ministers, commissioners and directors of education) but also by managers at the lower level (Headmasters, principals, rectors, provost, vice chancellors, deans of schools/faculty and heads of department). Until serious attention is given to this issue, achievement of quality will be difficult.



Just as the success or failure of any organization, establishment or business lies in the hands of the manager, so also the success or failure of any educational programme lies in the hands of the administrator. It is expected of an administrator, leader, manager to make use of his versed knowledge in the area he is administering, leading or managing to take the group to their desired destination.

Literatures have shown that many departments of business teacher education in both federal and state owned institutions are flooded with unqualified staff (Agboola, 2015). In support to this Okoli (2010) noted that “there are interlopers” who are not trained in business education deployed to teach specialized courses in business education. This can only happen when the head in such department is not a professional who possesses requisite skills and knowledge in business education. Agboola (2015) also confirmed this when he noted that headship of business education departments or units sometimes falls on non-business educators, or at least those without advanced degrees in Business Education. According to him, this often creates crises leading to poor administration and coordination of the programme.

Management of instruction is another important area of management. The need for effective supervision of instruction by both the male and female heads of department of business teacher education cannot be over emphasized. This was why Aina and Nwachukwu (2012) noted that the role of the school/departmental head is principally seeing to it that both the teachers and students follow religiously the provision of the curriculum document. Achievement of the goal of any educational curriculum is determined by its implementation. Supervision of business teacher education will be a better tool for enhancing better implementation of business teacher education. Emphasizing the need for instructional supervision Osawaru and Okongbowa (2014) opined that “the final step of integrating standards into the curriculum consists of implementing the curriculum in the classroom and continued monitoring, reflecting and evaluating to improve it. Osawaru and Okongbowa went further to state that quality teacher preparation entails how teaching is organized, managed, what are the contents in relation to the objective, what level of teaching is achieved, what are the training facilities and does the training environment depict the working environment.

Management of instruction also involves preparation and allocation of time table, plan excursions, seminars and workshops, ensure adequate placement of students on industrial attachment and teaching practice. Management of business teacher education had faced and is still facing numerous challenges. It is the challenges that brought about the need to assess how business teacher education is managed in



colleges of education in the South eastern states of Nigeria. Assessment involves series of testing, measurement and organization of information collected in a way that facilitates evaluation. Assessment involves determination of the extent to which the goals or objectives of an organization are achieved (Esomonu in Oguejiofor, 2013).

On the other hand, colleges of education are designed to provide skilled manpower for the development of different factors of Nigerian's economy. According to Ikwuegbu (2009) the role of colleges of education was based on teaching, research and public service. In Nigeria there are state owned colleges of education and federal owned colleges of education. State owned colleges of education are established, owned, controlled and funded by state governments. While federal colleges of education are established, owned, controlled and funded by the federal government. Some federal and state colleges of education are located in the rural areas while others are located in the urban centres.

Business teacher education departments in colleges of education in the south east zone of Nigeria have both male and female lecturers. In a study that aimed at assessing how business teacher education is managed, general opinions are necessary for drawing logical conclusion.

Statement of the Problem

There have been much emphasis on who should manage, administer and supervise business education. The reason being that effective implementation of business teacher education can be made possible only when qualified administrators are assigned to manage and supervise the programme. Colleges of education just like other tertiary institutions are benefiting immensely from the Tertiary Education Trust Fund (TETFund) (Bogoro, in Otti 2014). Yet colleges of education offering business education programme are still ill-equipped. There are no adequate machines, equipment and other materials required for effective teaching and learning (Iweh, 2012). These may be as a result of the inability of Heads of Department (H.O.D's) of business education to communicate and present these needs to their various managements as essential. The cause may also be a misplace of priority by the heads of department. The researchers therefore deemed it necessary to assess who should head the department of business teacher education in Nigerian colleges of education. Since the kind or quality of an administrator or manager go a long way to determine how successful an organization or institution will achieve its objectives. The researcher also considered it necessary to find out the level of instructional supervision by heads of department of business teacher education in colleges of education in south-east zone.



Research Questions

The following research questions guided the study:

1. What are the best criteria for appointing Heads of Department of business teacher education in the colleges of Education?
2. What is the level of adequacy of supervision of instructions by Heads of Department of Business Teacher Education in colleges of Education?

Hypotheses

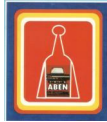
The following null hypotheses guided the study.

1. There is no significant difference in the mean ratings of male and female business education lecturers on criteria for appointing Heads of Department of Business Teacher Education in colleges of Education in South East Nigeria.
2. There is no significant difference in the mean rating of urban and rural based business education lecturers on the level of adequacy of supervision of instructions by Heads of Department of Business Teacher Education in the Colleges of Education in the South East Nigeria.

Method

The study adopted a survey research design. The population of the study consist of seven (7) Heads of Department and one hundred and twenty five (125) business teacher educators from the seven colleges of education in South East Zone of Nigeria. The population was manageable therefore there was no sampling. A structured four-point scale type of questionnaire titled “Assessment of Management of Business Teacher Education” (AMBTE) was developed by the researcher to elicit information from the respondents. The instrument was subjected to validation by two experts in the Department of Science Education and a specialist in Business Education both in Ebonyi State University. The instrument for the study were trail tested on lecturers of Business Education in Federal College of Education (Technical) Asaba. Twenty (20) copies of the instrument were administered. After two weeks, the questionnaires were administered to the same people. The scores from the two-test were correlated and analyzed using, Cronbach Alpha Co-efficient technique. The items yielded a reliability co-efficient of 0.70 which showed that the instrument was suitable for the study.

The copies of the questionnaire were administered by the researchers, and all were retrieved and used for data analysis. Data collected were analyzed using means statistics and standard deviation. The two hypotheses were tested using t-test at an



alpha level of 0.05. A null hypothesis is accepted if the calculated t-value (t-cal) is less than the critical or t-table value at .05 level of significance. On the other hand, the null hypothesis is rejected if the calculated t-value is greater than the t-critical or t-table value at 0.05 level of significance.

Findings

Research Question 1

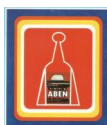
What are the best criteria for appointing Heads of Department of Business Teacher Education in Colleges of Education in the South East zone Nigeria?

Table 1: Mean Results of Lecturers on the Best Criteria for Appointing Heads of Departments of Business Teacher Education

S/N	ITEM	SA	A	D	SD	X	SD	Decision
1.	Seniority	73	21	18	20	3.11	1.13	Agree
2.	Length of service/experience	29	50	37	16	2.69	0.94	Agree
3.	Management preferences	15	21	42	54	1.97	1.05	Disagree
4.	Training in management	82	7	23	20	3.14	1.18	Agree
5.	Trait	17	26	29	60	2.0	1.08	Disagree
6.	Level of qualification e.g. holder of doctorate degree.	14	09	32	77	1.69	0.99	Disagree
7.	Hard work	62	18	32	20	2.92	1.15	Agree
8.	Dedication	72	10	29	21	3.00	1.18	Agree
9.	Specialization in business education.	86	4	19	23	3.15	1.21	Agree
10.	Integrity of the lecturer	93	1	18	20	3.26	1.17	Agree
11.	Teaching of business education courses.	13	9	31	79	1.66	0.97	Disagree
12.	Membership of a professional association.	22	19	49	42	2.15	1.05	Disagree
.	Grand mean					2.56	1.09	

Source: Field Work 2019

Based on the result in table 1, item 1 have a mean and standard deviation score of 3.11 and 1.13, item 2 has a mean score of 2.69 and standard deviation score of 0.94, item 4 has a mean and standard deviation score of 3.14 and 1.18, item 7 has a mean and standard deviation score of 2.92 and 1.15, item 8 have a mean and standard deviation score of 3.00 and 1.18, item 9 has a mean and standard deviation score of 3.15 and 1.21 while item 10 has a mean and standard deviation score of 3.26 and 1.17 respectively. Items 1,2,4,7,8,9 and 10 above have mean scores above 2.50 which shows that they are best criteria for appointing Heads of Departments of Business Teacher Education. On the other hand, item 3 has a mean and standard deviation score of 1.97 and 1.05, item 5 has mean score of 2.0 and standard deviation of 1.08,



item 6 has mean and standard deviation score of 1.69 and 0.99, item 11 has mean and standard deviation scores of 1.66 and 0.97 whereas item 12 has mean and standard deviation score of 2.15 and 1.05 respectively. Items 3,5,6,11 and 12 have mean scores below 2.50 which indicates that they are not best criteria for appointing heads of department of business teacher education.

Research Question 2

What is the level of adequacy of supervision of instructions by heads of department of business teacher education in colleges of education in South East Nigeria?

Table 2: Mean Results of Lecturers on the Level of Adequacy of Supervision of Instructions by Heads of Department

S/N	Item	VA	A	IA	VIA	X	SD	Decision
1.	Commitment to supervision of21 instruction.		25	28	58	2.06	1.12	Inadequate
2.	Constructive feedback on supervision.	14	8	9	101	1.50	1.00	Inadequate
3.	Teacher’s motivation from HOD’s supervisory feedback.	8	6	15	103	1.38	0.83	Inadequate
4.	Promoting critique workshop.	5	5	10	112	1.26	0.70	Inadequate
5.	Promoting lecturers professional development.	13	23	31	65	1.87	1.02	Inadequate
6.	Contributing to an evolving pedagogy (teaching methods that may develop)	13	12	41	66	1.78	0.97	Inadequate
7.	Enhancing personal and collaborative enquiry.	4	5	13	110	1.26	0.67	Inadequate
8.	Adequate production of departmental timetable in terms of course load.	111	8	7	6	3.67	0.77	Very adequate
9.	Allocation of technical courses to lecturers.	33	37	36	26	2.58	1.07	adequate
Grand mean						1.92	0.90	Inadequate

Source: Field Work 2019

The data presented in table 2 revealed in items 1,2,3,4,5,6 and 7 that the level of supervision of instructions by heads of departments of business teacher education in colleges of education in South East Nigeria is inadequate. This is evidenced by the mean scores of 2.06, 1.50, 1.38, 1.26, 1.87, 1.78 and 1.26 which is in the boundary of 1.5-2.49. On the other hand, the respondents in items 8 and 9 were of the opinion that level of supervision of instructions by heads of department are very adequate and



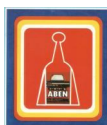
adequate respectively. This was supported by the mean scores of 3.67 and 2.58 which is in the boundary of 3.5-4.49 and 2.5-3.49. However, the grand mean of the items in the table gave a total mean score of 1.92. This is in the boundary of 1.5-2.49 and it indicates inadequate.

Hypothesis 1

There is no significant difference in the mean rating of male and female business education lecturers on what should be the best criteria for appointing heads of department of business teacher education in colleges of education in the South East, Nigeria.

Table 3: *t*-test Results of Lecturers on Best Criteria. for Appointing Heads of Department of Business Teacher Education Based on Gender

S/N	Variable	No	X	S.D	DF	T-cal	t-critical	Decision
1.	Male	60	3.20	1.10	130	0.80	1.960	Not significant
	Female	72	3.04	1.16				
2.	Male	60	2.61	1.02	130	0.89	1.960	Not significant
	Female	72	2.76	0.88				
3.	Male	60	2.11	1.12	130	1.45	1.960	Not significant
	Female	72	1.86	0.90				
4.	Male	60	4.00	0.02	130	10.15	1.960	Significant
	Female	76	2.42	1.19				
5.	Male	60	2.16	1.15	130	1.62	1.960	Not significant
	Female	72	1.86	1.01				
6.	Male	60	1.88	1.09	130	1.98	1.960	Significant
	Female	72	1.54	0.88				
7.	Male	60	2.63	1.11	130	2.72	1.960	Significant
	Female	72	3.16	1.12				
8.	Male	60	3.96	0.25	130	12.53	1.960	Significant
	Female	72	2.20	1.06				
9.	Male	60	4.00	0.02	130	9.34	1.960	Significant
	Female	72	2.45	1.27				
10.	Male	60	4.00	0.02	130	7.95	1.960	Significant
	Female	72	2.65	1.31				
11.	Male	60	1.93	1.10	130	2.94	1.960	Significant
	Female	72	1.44	0.80				
12.	Male	60	2.21	1.07	130	0.57	1.960	Not significant
	Female	72	2.11	1.04				
t-test value						4.41	1.960	Significant



Based on the result in table 3, the t-test value is greater than t-critical values ($4.41 > 1.960$), hence, H_{01} , is rejected. This means that there is a significant difference in the mean ratings of male and female lecturers on what should be the best criteria for appointing heads of department of business teacher education in colleges of education in South East, Nigeria.

Hypothesis 2

There is no significant difference in the mean ratings of urban and rural based business education lecturers on the level of adequacy of supervision of instructions by heads of department of business teacher education in colleges of education in South East Nigeria.

Table 4: *t-test Results of Lecturers on the Level of Adequacy of Supervision of Instructions by Heads of Department. Based on Location*

S/N	Variable	No	X	S.D	DF	t-cal	t-critical	Decision
1.	Urban	58	2.63	1.11	130	5.73	1.960	Significant
	Rural	74	1.62	0.91				
2.	Urban	58	1.01	0.13	130	5.47	1.960	Significant
	Rural	74	1.89	1.21				
3.	Urban	58	1.01	0.13	130	4.87	1.960	Significant
	Rural	74	1.67	1.02				
4.	Urban	58	1.01	0.13	130	3.73	1.960	Significant
	Rural	74	1.45	0.89				
5.	Urban	58	2.22	1.14	130	3.57	1.960	Significant
	Rural	74	1.60	0.84				
6.	Urban	58	2.27	1.05	130	5.68	1.960	Significant
	Rural	74	1.40	0.70				
7.	Urban	58	1.01	0.13	130	3.94	1.960	Significant
	Rural	74	1.45	0.84				
8.	Urban	58	4.00	0.02	130	4.25	1.960	Significant
	Rural	74	3.45	0.96				
9.	Urban	58	3.12	0.88	130	5.68	1.960	Significant
	Rural	74	2.16	1.02				
t-test value						4.76	1.960	Significant

Based on the result in table 4, the t-test value is greater than t-critical values ($4.76 > 1.960$) therefore H_{04} is rejected. This means that there is a statistical significant difference in the mean ratings of urban and rural based business education lecturers on the level of adequacy of supervision of instructions by heads of department of business teacher education in colleges of education is South East, Nigeria.



Discussion

The result of data analysis as presented in Table 1 revealed that respondents agreed that seniority, length of service/experience, training in management, hard work, dedication, specialization in business education and integrity of the lecturer are the best criteria for appointing a head of department of business teacher education. Whereas, they are of the opinion that management preferences, trait, level of qualification (holder of doctorate degree) teaching of business education courses and membership of professional association are not the best criteria for appointing heads of department of business teacher education.

This is in line with Nwachukwu (2012) who states that one of the factors militating against administration and supervision of business education is non-performance as a result of wrong placement. Nwachukwu noted that when a worker is employed and appointed on the basis of indigeneship without proper knowledge or mastering of the subject matter, such a person will not perform. According to Nwachukwu, these ones shirk work and responsibilities not because they want but because they are placed where they do not belong.

In the same vein Perrow in Atakpa (2012) noted that particularism which is defined as the use of irrelevant criteria, for example “only relatives of the boss have a chance at the top positions” when recruiting staff is another challenge faced in the administration and supervision of business education. On the test of hypothesis one, the result of data analysis in Table 3 indicates that, the t-test value of 4.41 is greater than t-critical value of 1.96. Therefore H_{01} is rejected. This result means that there is a significant difference in the mean ratings of male and female lecturers on what should be the best criteria for appointing heads of department of business teacher education in colleges of education. The difference in the opinion of male and female lecturers on criteria for appointing heads of department of business teacher education could be as a result of gender roles. Gender roles are the behaviours, interests, attitudes, skills and personality traits that a culture considers appropriate for males and females (Madaki-David & Onyemah, 2016). It means how we are expected to act, think, speak, dress, groom and conduct ourselves based upon our assigned sex. The reason could also be that female lecturers want to protect their interest since most at times they are being discriminated against as far as leadership positions are concerned. In support to these, Adesua (2006) noted that in college of education, Ikere-Ekiti, out of the forty one lecturers in the school of education, only eight are female lecturers while only two female lecturers had succeeded to occupy the leadership position in this school as at the time she carried out her study.

The findings of table 2 showed that the level of supervision of instructions by heads of department of business teacher education in colleges of education is inadequate.



Responses by the respondents revealed that the level of commitment of supervision of instructions by heads of department are inadequate. Level of constructive feedback on supervision is inadequate. Level of lecturer's motivation from heads of department supervisory feedback is inadequate. Level of feedback promoting critique workshop is inadequate. Supervision promoting lecturers professional development is inadequate, level of supervision contributing to an evolving pedagogy is inadequate and level of supervision of instructions to enhance lecturers personal and collaborative enquiry is also inadequate. Totality of the items in table 2 received a grand mean of 1.92 which is in the boundary of 1.5-2.49 implying inadequate.

The result of this study is in line with Ediagbonya, Agbaje and Suberu (2013) who asserts that there is lack of supervision of teachers in business education. And this is one of the problems confronting quality assurance in the programme. Ediagbonya, Agbaje and Suberu went further to state that “the heads of department and deans of faculties who are supposed to ensure proper supervision of academic programmes within their area of jurisdiction are often faced with too much workloads and this in turn affects their span of control”. Still stressing on the need for adequate supervision of instructions Osawaru and Okongbowa (2014) noted that the final step of integrating standards into the curriculum consists of implementing the curriculum in the classroom and continued monitoring reflecting and evaluating to improve it.

Nwachukwu (2012) also supported this finding when she stated that one of the factors militating against administration and supervision of business education is lack of devotion by those it is in their hands to carry out supervision. According to Nwachukwu, “most of our officers lack knowledge of the subject matter. How can they be devoted? They simply occupy positions without commitment. There is no urge in them”.

On the test of hypothesis 2, the result of data analysis in table 4 indicates that t-test value of 4.76 is greater than t-critical value of 1.96. Therefore H_{04} is rejected. This means that there is a significant difference in mean ratings of urban and rural based business education lecturers on the level of adequacy of supervision of instructions by heads of department of business teacher education in colleges of education in South East Nigeria.

The difference in the opinion of rural and urban located college of education lecturers on level of adequacy of supervision of instructions could be as a result of level of workloads on heads of department in the rural and urban based colleges of education.



Highlighting on the effect of work load on supervision of instructions, Ediagbonya, Agbaje and Suberu (2013) noted that heads of department and deans of faculties who are supposed to ensure proper supervision of academic programmes within their area of jurisdiction are often faced with too much workloads and this in turn affects their span of control. More so, rural communities are known for their low population density and as a result heads of department in rural areas have less staff and students to supervise unlike their counterparts in the urban areas. This was confirmed by Ikpeazu and Uwazie (2012) who noted that there are fewer students among the rural than the urban population for both sexes.

Conclusion

Based on the result of the study, it was concluded that criteria such as seniority, specialization in business education, integrity, experience, hard work and training in management are best for appointing heads of department of business teacher education and level of supervision of instruction by heads of department are inadequate.

Recommendations

Based on the findings and conclusions drawn from the study, the following recommendations were made:

1. Management of institutions should ensure that only experienced, dedicated and specialists in business teacher education are appointed as heads of department as the result obtained indicated that these are the best criteria's for appointing heads of department of business teacher education.
2. Heads of department of business teacher education should have close contact with their chief executives and help access more TETFund for a better and effective implementation of business teacher education.
3. Heads of department should concentrate on administrative and supervisory work during their tenure rather than combining it with lecturing. This is because the result of the study revealed that there is no effective supervision of instruction by heads of department.
4. Lecturers of business teacher education should not be bias in determining the criteria for appointing heads of department. In a sensitive issue such as this, personal/gender interest should not come to play.
5. Heads of department of business teacher education in the urban based colleges of education should as much as possible reduce their administrative workloads. This will enable them have enough time for supervision of instructions.



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